
A PARENT'S GUIDE TO STANDARDS-BASED GRADING

Introduction

As the State of Delaware continues with the implementation of the Common Core State Standards and DE Content Standards, Las Américas ASPIRA Academy is implementing a standards-based report card in grades K-5 during the 2015-2016 school year. This represents a shift from “earning grades” to “mastery learning” in alignment with the standards.

What is standards-based grading?

Standards-based grading communicates how students are performing on a set of clearly-defined learning targets called standards. The purpose of standards-based grading is to identify what a student knows or is able to do in relation to grade-level learning targets. This differs from traditional grading practices which simply average grades/scores over the course of a grading period, which can mask what a student has learned, or not learned, in a specific subject area.

How is standards-based grading different?

Unlike traditional grading systems, a standards-based grading system measures a student's mastery of grade-level standards by prioritizing the most recent, consistent level of performance. Standards-based report cards separate academic performance from work habits and behavior in order to provide parents a more accurate view of a student's progress in both academic and behavioral areas. Variables such as effort, participation, timeliness, cooperation, attitude and attendance are reported separately, not as an indicator of a student's academic performance.

Two rating scales are used – one representing Standards Mastery and the other, Personal Growth/Social Development and Work Habits.

Standards Mastery

4 = Exceptional

3 = Proficient

2 = Progressing

1 = Beginning

NG = Not assessed at this time.

Personal Growth & Social Development

4 = Consistently

3 = Usually

2 = Sometimes

1 = Rarely

How is my student's mastery of standards determined?

A student's performance on a series of assessments (both formative and summative) will be used to determine a student's overall grade in a course. There is a developmental progression toward mastery of the standards as students have multiple opportunities to demonstrate their understanding over time. It is important for parents to understand that a grade of "1" is the starting point when standards concepts and skills are introduced, particularly at the beginning of the year or at the beginning of a new instructional unit. Each trimester, grades for each standard are averaged. Our expectation is that, by the end of the school year, students will achieve at least a "3" average grade for the year in each standard.

What do each of the standards mastery ratings mean?

Key to Standards Mastery Ratings	Description of Proficiency Level in Meeting Standards	Comments
4	<p>This student:</p> <ul style="list-style-type: none"> Consistently demonstrates mastery beyond the grade-level standards. Shows an in-depth understanding of the concepts and skills included in the standards. Makes insightful connections to other ideas and concepts. 	This is a "WOW!"
3	<p>This student:</p> <ul style="list-style-type: none"> Demonstrates consistent, proficient achievement of the standards. Shows a good understanding of the concepts and skills included in the standards. Uses appropriate strategies to solve problems and connects some concepts to previous learning. Grasps and applies key grade-level concepts and skills. 	This is a "YES!"
2	<p>This student:</p> <ul style="list-style-type: none"> Demonstrates inconsistent achievement of the grade-level standards. Shows partial understanding of the concepts and skills included in the standards but has not achieved all of them. 	<p>This is an "ALMOST."</p> <p>Teacher and parents need to discuss options for extra help.</p>
1	<p>This student:</p> <ul style="list-style-type: none"> Is beginning to grasp and apply key grade-level concepts and skills. 	<p>This is a "NO, NOT YET."</p> <p>Teacher and parents need to discuss interventions necessary to help the student improve.</p>
NG	This standard has not been addressed at this time. However, a grade will be issued by the end of the year.	

How should parents view student grades since the traditional system of “A-F” has been replaced by a 4-point scale? What is considered to be an “A” in the new grading system?

You cannot really compare a traditional grading system to standards-based grading. It is like comparing “apples to oranges”. Standards-based grading identifies a standard and indicates whether or not a student is meeting the standard at a given point in the school year. A score of (3) is defined as meeting grade-level standards and indicates that a student has demonstrated mastery of the skills that were expected to be learned.

Is it possible to achieve a grade of 4?

Yes, it is. However, a score of (4) indicates performance that is consistently above what is expected for mastery. Level 4 work would indicate a much deeper understanding of a standard, the ability to apply that knowledge, make connections and extend learning beyond the targeted goal.

If a student receives 1’s all year, does that mean the student will be retained?

The Response to Intervention (RTI) process is in place to support learners who are behind in literacy and math. If a student receives 1’s or 2’s, it means his/her work is not yet meeting grade-level standards. A number of academic interventions will be offered to those students who are struggling to meet the established standards.

How will I know if my child needs help?

Receiving a 1 or a 2 on a report card can be a sign that a student is in need of extra support in the areas where they are receiving low marks. This is one benefit of a standards-based report card - areas in need of support are clearly evident and serve as a starting point for conversation with your student’s teacher.

How will you recognize academic excellence?

With this shift, we have restructured how students are recognized for academic excellence. Previously, students beginning in 2nd grade were eligible for either Honor Roll or Principal’s Honor Roll. These two categories will be replaced with a singular **Academic Excellence Award**. Students earning an end-of-the-year average grade of “3” or higher in subjects taught in their first language will be recognized for this award. Students enrolled in the dual language immersion program that earn an end-of-the-year average grade of “3” or higher in ALL subjects will be recognized with a **Biliteracy Academic Excellence Award**.

GUÍA DE CALIFICACIONES BASADO EN ESTÁNDARES

Introducción

Como el Estado de Delaware continúa con la implementación de los Estándares Comunes Estatales (CCSS) y las Normas de Contenido del Estado, Las Américas ASPIRA Academy está utilizando una boleta de calificaciones basado en estándares en los grados K-5 durante el año escolar 2015-2016. Esto representa un cambio de "grados ganados" para "el dominio del aprendizaje" en alineación con los estándares.

¿Cuál es la calificación basada en estándares?

La calificación basada en estándares comunica el desempeño de los estudiantes en un conjunto de objetivos de aprendizaje claramente definidos llamados estándares. El propósito de la calificación basada en estándares es identificar lo que un estudiante sabe o es capaz de hacer en relación con las metas de aprendizaje a nivel de grado. Esto difiere de las prácticas de calificación tradicionales en que los grados simplemente son promedios a lo largo de un período de calificación, que puede enmascarar lo que un estudiante ha aprendido, o no aprendido, en un área temática específica.

¿Cómo es diferente la calificación basada en estándares?

A diferencia de los sistemas de calificación tradicionales, el sistema de calificación basado en estándares mide el dominio del estudiante de los estándares de nivel de grado, dando prioridad al más reciente nivel, consistente de rendimiento. La boleta de calificaciones basada en estándares distingue entre el desempeño académico y los hábitos de trabajo/el comportamiento a fin de que proporcionar a los padres una visión más precisa del progreso del estudiante en ambas áreas académicas y de comportamiento. Variables como el esfuerzo, la participación, la puntualidad, la cooperación, la actitud y la asistencia se presentan por separado, no como un indicador del desempeño académico del estudiante.

Dos escalas de calificación se utilizan - uno en representación de Dominio de los Estándares y el otro, Crecimiento Personal / Desarrollo Social y Hábitos de Trabajo.

Dominio de los Estándares

4 = Excepcional

3 = Competente

2 = Progresando

1 = Empezando

NG = No fue evaluado en este periodo.

Crecimiento Personal / Desarrollo Social y Hábitos de Trabajo

4 = Consistente

3 = Usualmente

2 = A veces

1 = Raramente

¿Cómo se determina el dominio de estándares de mi estudiante?

El desempeño de un estudiante en una serie de evaluaciones (tanto formativa y sumativa) se utiliza para determinar la calificación final del estudiante en un curso. Hay una progresión en el desarrollo hacia el dominio de los estándares que los estudiantes tienen múltiples oportunidades para demostrar su comprensión a través del tiempo. Es importante que los padres comprendan que una calificación de "1" es el punto de partida cuando se introducen los conceptos y habilidades de normalización, sobre todo al inicio del año o al comienzo de una nueva unidad de instrucción. Cada trimestre, se promedian las calificaciones de cada estándar. Nuestra expectativa es que, para el final del año escolar, los estudiantes lograrán al menos un promedio de "3" para el año en cada área de contenido de los estándares.

¿Qué significa cada calificación del dominio de estándares?

Clave de la Escala del Dominio de Estándares	Descripción del Nivel de Competencia en Estándares	Comentario
4	<p>Este estudiante:</p> <ul style="list-style-type: none"> • Demuestra consistentemente dominio más allá de los estándares de nivel de grado. • Muestra una comprensión en profundidad de los conceptos y las habilidades incluidas en las normas. • Hace conexiones interesantes a otras ideas y conceptos. 	¡Fantástico!
3	<p>Este estudiante:</p> <ul style="list-style-type: none"> • Demuestra logro coherente, competente de los estándares. • Muestra una buena comprensión de los conceptos y las habilidades incluidas en los estándares. • Utiliza estrategias apropiadas para resolver problemas y conecta algunos conceptos de aprendizaje previo. • Entiende y aplica los conceptos y habilidades de nivel de grado clave. 	¡Muy bien!
2	<p>Este estudiante:</p> <ul style="list-style-type: none"> • Demuestra logro inconsistente de los estándares de nivel de grado. • Muestra comprensión parcial de los conceptos y habilidades incluidas en los estándares, pero no ha logrado todos ellos. 	<p>¡Casi!</p> <p>Maestros y padres deben discutir las opciones para la ayuda adicional.</p>
1	<p>Este estudiante:</p> <ul style="list-style-type: none"> • Empieza a entender y aplicar conceptos y habilidades claves de nivel de grado. 	<p>¡No todavía!</p> <p>Maestros y padres necesitan discutir las intervenciones necesarias para ayudar al estudiante a mejorar.</p>
NG	Este estándar no se ha evaluado en este momento. Sin embargo, un grado será dado al final del año.	

¿Cómo deben los padres ver las calificaciones de los estudiantes ya que el sistema tradicional de "A-F" se ha sustituido por una escala de 4 puntos? ¿Qué se considera una "A" en el nuevo sistema de clasificación?

Realmente no se puede comparar un sistema de calificación tradicional con calificación basada en estándares. Es como comparar "manzanas con naranjas". Calificación basada en estándares identifica un estándar e indica si un estudiante está cumpliendo con el estándar en un período específico en el año escolar. Una calificación de (3) se define como el logro al nivel de grado e indica que un estudiante ha demostrado dominio de las habilidades que se esperaba que aprendiera.

¿Es posible lograr una calificación de 4?

Sí lo es. Sin embargo, una calificación de (4) indica el desempeño que está siempre por encima de lo que se espera para el dominio del nivel de grado. La calificación 4 indicaría una comprensión mucho más profunda de un estándar, la capacidad de aplicar dichos conocimientos, hacer conexiones y ampliar el aprendizaje más allá de la meta específica.

¿Si un estudiante recibe "1" en cada materia de todo el año, ¿significa que se mantendrá el estudiante?

El proceso de Respuesta a la Intervención (RTI) es utilizado para apoyar a los estudiantes que están atrasados en lectura y matemáticas. Si un estudiante recibe calificaciones de 1 o 2, significa que su trabajo aún no está cumpliendo con los estándares de nivel de grado. Una serie de intervenciones académicas se ofrecerá a los estudiantes que tienen dificultades para cumplir con los estándares establecidos.

¿Cómo sabré si mi hijo necesita ayuda?

Recibir un 1 o un 2 en la boleta de calificaciones puede ser una señal de que un estudiante necesita apoyo adicional en los estándares en los que están recibiendo bajas calificaciones. Este es uno de los beneficios de la boleta de calificaciones basada en estándares - áreas que necesitan apoyo son claramente evidentes y sirven como punto de partida para una conversación con el maestro de su hijo.

¿Cómo va a reconocer la excelencia académica?

Con este cambio, hemos reestructurado cómo se reconocen los estudiantes por su excelencia académica. Anteriormente, los estudiantes que empezaban en segundo grado eran elegibles, ya sea para el Cuadro de Honor o de Honor del Director. Estas dos categorías serán reemplazadas con un Premio de Excelencia Académica singular. Los estudiantes que obtienen un promedio de "3" o superior al final del año, en materias que se imparten en su lengua materna, serán reconocidos con un "Premio de Excelencia Académica." Los estudiantes inscritos en el programa de inmersión en dos idiomas que obtienen un promedio de "3" o superior al final del año, en todas las materias, serán reconocidos con un "Premio de Alfabetización Excelencia Académica".

Las Américas ASPIRA Academy

Trimester 3 Report of Student Progress

Grade 2

Student:

School/Year: 2014-2015

Standards Mastery Key				
4	=	Exceptional		
3	=	Proficient		
2	=	Progressing		
1	=	Beginning		
NG	=	Not Graded		
	=	Not Assessed at this time		

Language and Literacy-El-Second Grade	Edmonds, Emily	T1	T2	T3
Overall		2	2	3
Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.			2	3
Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.		2	2	
Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.			2	2
Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.			3	1
Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.				3
Describe how characters in a story respond to major events and challenges.			2	2
Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.		4		3
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.		2	3	3
Distinguish long and short vowels when reading regularly spelled one-syllable words.		2	3	3
Decode words with common prefixes and suffixes.			3	2
Know spelling-sound correspondences for additional common vowel teams.				3
Identify words with inconsistent but common spelling-sound correspondences.			3	2
Recognize and read grade-appropriate irregularly spelled words.		3	3	3
Decode regularly spelled two-syllable words with long vowels.			2	3
Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.		2		3
Identify the main purpose of a text, including what the author wants to answer, explain, or describe.			1	3
Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.			2	
Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.		2	1	3
Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.			2	
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.			1	
Compare and contrast the most important points presented by two texts on the same topic.			2	
Describe how reasons support specific points the author makes in a text.		2	1	
Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.			2	
Ask for clarification and further explanation as needed about the topics and texts under discussion.				3
Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.		2		
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.		2		
Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).			2	
Capitalize holidays, product names, and geographic names.		3		1

Use commas in greetings and closings of letters.				1
Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil).	3	2		2
Use an apostrophe to form contractions and frequently occurring possessives.	2			
Use adjectives and adverbs, and choose between them depending on what is to be modified.	2	3		

Language and Literacy-SI-Second Grade	Negrón, Jeannie	T1	T2	T3
Overall		2	2	2
Recuentan o describen las ideas clave y los detalles de un texto leído en voz alta, o de información presentada oralmente o a través de otros medios de comunicación.			3	
Escriben narraciones en las cuales recuentan un acontecimiento bien elaborado o una secuencia corta de acontecimientos, incluyen detalles para describir las acciones, pensamientos y sentimientos, usan palabras que describen el tiempo para señalar el orden de los acontecimientos y ofrecen un sentido de conclusión.				2
This concept is addressed in Kindergarten and Grade 1 only.		2		
Escriben propuestas de opinión en las cuales presentan el tema o libro sobre el cual están escribiendo, expresan su opinión, ofrecen las razones para esa opinión, usan palabras de enlace (por ejemplo: porque, y, también) para conectar la opinión y las razones y proporcionan una declaración o sección final.				2
Escriben textos informativos y explicativos en los cuales presentan un tema, usan datos y definiciones para desarrollar los puntos y proporcionan una declaración o sección final.		2		
Describen la estructura general de un cuento, incluyendo la descripción de cómo el principio introduce el tema y el final concluye la acción.		2	2	
Describen la relación entre una serie de acontecimientos históricos, ideas o conceptos científicos, o pasos en los procedimientos técnicos en un texto.		2		
Producen, elaboran y reorganizan oraciones completas, simples y compuestas (ejemplo: El niño vio la película. El niño pequeño vio la película. La película que vio el niño pequeño fue interesante.).		2		2
Comparan el uso formal e informal del español.		2		
Describen cómo los personajes de un cuento reaccionan a los acontecimientos y retos más importantes.			3	3
Hacen y contestan preguntas tales como: quién, qué, dónde, cuándo, por qué y cómo, para demostrar la comprensión de los detalles clave en un texto.			2	
Usan el contexto para confirmar o autocorregir el reconocimiento de las palabras y la comprensión, releyendo cuando sea necesario.				3
Emplean la mayúscula al escribir nombres propios, días festivos, marcas de productos, nombres geográficos y sólo en la primera letra de títulos de libros, películas, obras teatrales, etc.		2		
Leen textos a nivel adecuado con propósito y comprensión.				3
Hacen y contestan preguntas tales como: quién, qué, dónde, cuándo, por qué y cómo, para demostrar la comprensión de los detalles clave de un texto.		2	3	2
Comparan y contrastan dos o más versiones del mismo cuento (por ejemplo: cuentos de Cenicienta) por diferentes autores o de diferentes culturas.				3
Usan adjetivos y adverbios y eligen entre ellos dependiendo de lo que se va a modificar, (ejemplo: rápido, rápidamente, lento, lentamente).			3	
Describen cómo las palabras y frases (por ejemplo: ritmo, aliteración, rimas, frases repetidas) proveen ritmo y significado en un cuento, poema o canción.		2	3	1
Identifican el tema principal de un texto de varios párrafos, así como el enfoque de párrafos específicos en el texto.		2		1

Language and Literacy-SI-Second Grade	Negrón, Jeannie	T1	T2	T3
Al final del año escolar, leen y comprenden textos informativos en forma competente, incluyendo textos de historia/estudios sociales, ciencias y textos técnicos, en el nivel superior de los niveles de complejidad del texto para los grados 2-3, con enseñanza guiada según sea necesario.				3
Decodifican palabras multisilábicas.		3		3
Siguen las reglas acordadas para participar en conversaciones (por ejemplo: tomar la palabra de una manera respetuosa, escuchar a los demás con atención, hablar uno a la vez sobre los temas y textos que se están tratando).			3	
Usan la información obtenida de las ilustraciones y de las palabras en un material impreso o texto digital, para demostrar la comprensión de los personajes, escenario o trama.		2		1
Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.		3		3
Usan sustantivos colectivos (ejemplo: la gente, el grupo).				2
Usan dos puntos y aparte en el saludo de una carta; y una coma en la despedida de una carta escrita en español. Reconocen que se usa una coma en el saludo y la despedida de una carta en inglés.				3
Identifican el propósito principal de un texto, incluyendo lo que el autor quiere contestar, explicar o describir.		2		3
Reconocen las diferencias en los puntos de vista de los personajes, incluyendo el hablar en una voz diferente para cada personaje al leer el diálogo en voz alta.		2		1
Determinan en un texto el significado de palabras y frases pertinentes a un tema o material de segundo grado.		3	2	
Distincuen los matices de significado entre verbos estrechamente relacionados (ejemplo: tirar, aventar, lanzar) y adjetivos estrechamente relacionados (ejemplo: delgado, esbelto, flaco).			3	
Usan los pronombres reflexivos (ejemplo: Me lavo las manos. Nos cansamos mucho. Se sienten contentos hoy).				3
Recuentan cuentos, incluyendo fábulas y cuentos populares de diversas culturas, e identifican el mensaje principal, lección o moraleja.		2	1	2
Al final del año escolar, leen y comprenden la literatura de forma competente, incluyendo cuentos y poesía, en el nivel superior de los niveles de complejidad del texto para los grados 2-3, con enseñanza guiada según sea necesario.				3
Describen cómo las razones apoyan los puntos específicos que el autor hace en un texto.		2		
Distincuen los sonidos de las vocales y de los diptongos al leer palabras de una sílaba de ortografía regular (dio, pie, bien).		3		
Leen oralmente textos a nivel de grado con precisión, ritmo adecuado y expresión en lecturas sucesivas.				3
Identifican la última, penúltima y antepenúltima sílaba en palabras multisilábicas y reconocen en cuál sílaba cae el acento tónico.			2	
Clasifican palabras de acuerdo con su acento tónico en categorías de aguda, grave y esdrújula para aplicar las reglas ortográficas del uso del acento escrito.		1		2
Utilizan el guión corto para separar las sílabas de una palabra (ma -ri-po-sa); para indicar nivel, gama o intervalos (enero-marzo; de 1:00 p. m. - 3:00 p. m.) y el guión largo para introducir un diálogo.		3	3	
Categorizan palabras de acuerdo con su acento tónico (agudas, graves y esdrújulas) y emplean el acento escrito (acento ortográfico) en palabras ya conocida		2	1	2

Mathematics-EI-Second Grade	Edmonds, Emily	T1	T2	T3
Overall		3	2	2
Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.				2
Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.				2
Count within 1000; skip-count by 5s, 10s, and 100s.		2	3	
Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.			1	
Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.				2
Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.				3
Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.				1
Add up to four two-digit numbers using strategies based on place value and properties of operations.		3		
Estimate lengths using units of inches, feet, centimeters, and meters.				2

Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.				3
Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.		3		1
Explain why addition and subtraction strategies work, using place value and the properties of operations.		2	2	3
Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.			2	3
Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.				4
Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.		2		1
Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.		3	2	3
Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.				2
The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).		3		
100 can be thought of as a bundle of ten tens - called a "hundred."		3		

Mathematics-SI-Second Grade	Negrón, Jeannie	T1	T2	T3
Overall		2	2	2
Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.				3
Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.				1
Count within 1000; skip-count by 5s, 10s, and 100s.		1	3	2
Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.				1
Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.		3		
Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.				2
Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.				1
Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.				2
Add up to four two-digit numbers using strategies based on place value and properties of operations.		2		
Estimate lengths using units of inches, feet, centimeters, and meters.				1
Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.				3
Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.		3	2	3
Explain why addition and subtraction strategies work, using place value and the properties of operations.		2	2	2
Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.			2	2
Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.				2
Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.		3		
Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.		2	2	2
Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.				3

Mathematics-SI-Second Grade	Neqrón, Jeannie	T1	T2	T3
The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).		3		
100 can be thought of as a bundle of ten tens - called a "hundred."		3		

Science-EI-Second Grade	Edmonds, Emily	T1	T2	T3
Overall		3	3	2
Components of Earth's system include minerals, rocks, soil, water and air. These materials can be observed, sorted and/or classified based on their physical properties.				2
Plants and animals are similar to and different from each other in observable structures and behavior. These characteristics distinguish them from each other and from nonliving things.			3	
People have invented new technologies to solve problems.				3
Plants and animals are living things. All living things have basic needs for survival including air, water, food (nutrients), space, shelter, and light.		1		
Materials can be described and classified according to the following physical properties: size, shape, mass, texture, color, and material composition. Students can observe materials' physical properties by using tools that include rulers, balances, thermometers and hand lenses.				2
Technology has created new materials that can help people solve problems.				3
The position of an object gives its location relative to where you are (e.g., above, below, in front, or behind). The motion of an object describes how its position is changing. Pushing or pulling on an object can change its position or motion.				2
The offspring of some plants and animals resemble the parents (i.e., a tree seedling resembles a mature tree).		2		
When balanced forces act on an object it will remain at rest, but if unbalanced forces act on the object it will begin to move.			1	
The properties of materials influence their use. Some materials are more suitable for making a particular product or device.			1	
Each plant or animal has different structures that serve different functions in growth, survival and reproduction.			3	
Construct a simple explanation by analyzing observational data. Revise the explanation when given new evidence or information gained from other resources or from further investigation.		3	3	
Generate questions and predictions using observations and exploration about the natural world.		3		
Share simple plans, data, and explanations with an audience and justify the results using the evidence from the investigation.		2		
Use mathematics, reading, writing, and technology when conducting an investigation and communicating the results.		3		3
Collect data using observations, simple tools and equipment. Record data in tables, charts, and bar graphs. Compare data with others to examine and question results.		2	2	

Science-SI-Second Grade	Neqrón, Jeannie	T1	T2	T3
Overall		2	3	3
Science and technology are related. Technology provides the tools needed for science to investigate questions and may provide solutions to society's problems, wants, or needs. Not all technological solutions are effective, uniformly beneficial, or equally available to everyone. (4,5)				3
Components of Earth's system include minerals, rocks, soil, water and air. These materials can be observed, sorted and/or classified based on their physical properties.				3
Plants and animals are similar to and different from each other in observable structures and behavior. These characteristics distinguish them from each other and from nonliving things.			3	
The offspring of some plants and animals do not resemble the parents. Similarities between parents and their offspring become more apparent as their life cycle continues (i.e., caterpillars become butterflies).			3	
Earth materials can be observed and described using simple tools (e.g., hand lens and balances).				3
Plants and animals are living things. All living things have basic needs for survival including air, water, food (nutrients), space, shelter, and light.			3	
Materials can be described and classified according to the following physical properties: size, shape, mass, texture, color, and material composition. Students can observe materials' physical properties by using tools that include rulers, balances, thermometers and hand lenses.				3
The offspring of some plants and animals resemble the parents (i.e., a tree seedling resembles a mature tree).		1		
A soil's composition varies from environment to environment.				3
People from all parts of the world practice science and make many important scientific contributions.				2

Sand, clay and humus have distinct physical properties and are components of soils.				3
Each plant or animal has different structures that serve different functions in growth, survival and reproduction.				3
Construct a simple explanation by analyzing observational data. Revise the explanation when given new evidence or information gained from other resources or from further investigation.	2			3
Generate questions and predictions using observations and exploration about the natural world.	3			
Share simple plans, data, and explanations with an audience and justify the results using the evidence from the investigation.	2			
Use mathematics, reading, writing, and technology when conducting an investigation and communicating the results.	1	3		2
Collect data using observations, simple tools and equipment. Record data in tables, charts, and bar graphs. Compare data with others to examine and question results.	2			

Social Studies-EI-Second Grade	Edmonds, Emily	T1	T2	T3
Overall		2	3	2
Students will understand that respect for others, their opinions, and their property is a foundation of civil society in the United States.	2			
Students will understand that individuals and families with limited resources undertake a wide variety of activities to satisfy their wants.				2
Students will understand how barter, money, and other media are employed to facilitate the exchange of resources, goods, and services.				3
Students will understand that the exchange of goods and services around the world creates economic interdependence between people in different places.				2
Students will distinguish different types of climate and landforms and explain why they occur.			3	
Students will use artifacts and documents to gather information about the past.	3			
Students will understand that historical accounts are constructed by drawing logical inferences from artifacts and documents.	3			

Social Studies-SI-Second Grade	Neqrón, Jeannie	T1	T2	T3
Overall		3	3	3
Students will understand that respect for others, their opinions, and their property is a foundation of civil society in the United States.	3			
Students will understand how barter, money, and other media are employed to facilitate the exchange of resources, goods, and services.				2
Students will identify human wants and the various resources and strategies which have been used to satisfy them over time.				3
Students will understand that the exchange of goods and services around the world creates economic interdependence between people in different places.				2
Students will understand the nature and uses of maps, globes, and other geo-graphics.			3	
Students will distinguish different types of climate and landforms and explain why they occur.			3	
Students will use artifacts and documents to gather information about the past.	3			
Students will understand that historical accounts are constructed by drawing logical inferences from artifacts and documents.	2			

Dance-Second Grade	Oppenheimer, Pam	T1	T2	T3
Overall		3		
Students will make connections between dance and other disciplines.	3			
demonstrate nonlocomotor axial movements (e.g., bend, twist, stretch, swing) and basic locomotor movements (e.g., walk, run, hop, jump, leap, gallop, slide, and skip), traveling in a forward, backward, sideward, diagonal, and curved path;	3			
demonstrate moving to a musical beat and responding to changes in tempo;	2			
demonstrate kinesthetic awareness in performing movement skills;	3			
demonstrate the ability to recognize personal space;	2			
demonstrate understanding of a basic physical warm up;	2			
make adjustments to teacher-initiated technique make adjustments to teacher-initiated technique correction.	2			
create shapes at low, middle, and high levels;	3			
create a movement sequence with a beginning, middle and end;	3			
create and perform a movement study based on their own ideas;	3			
create a solution to a movement problem and discuss their solutions,	3			
begin to use dance terminology to describe movement,	3			
demonstrate appropriate audience behavior while watching dance performances.	3			

Music-Second Grade	Oppenheimer, Pam	T1	T2	T3
Overall			3	3
demonstrate the following movement skills: skeletal alignment, balance, initiation of movement, isolation of body parts, weight shift, elevation and landing, fall and recovery; (Arts: Dance-4,5)				3
demonstrate kinesthetic awareness, concentration, and focus in performing movement skills; (Arts: Dance-4,5)				3
demonstrate the ability to maintain personal space; (Arts: Dance-4,5)				3
sing on pitch and in rhythm with good vocal tone, technique, diction, and posture while maintaining a steady tempo;		3	3	
sing a varied repertoire of songs representing genres and styles of diverse cultures;		3		
perform on pitched and unpitched instruments, in rhythm, with appropriate dynamics while maintaining a steady tempo;		3	3	
read and perform whole, half, dotted half, quarter, and eighth notes and rests in simple meter;				3
listen and move to music that contains changes and contrasts of musical elements,			3	
identify simple music forms by listening,			3	

Art-Second Grade	Yancey/Harris, DeYenna	T1	T2	T3
Overall		3	3	4
know that different media, techniques, and processes are used to create works of art;		3	3	4
understand that various media, techniques, and processes create different effects in works of art;		3	3	4
experiment with and use a variety of two-dimensional and three-dimensional media, techniques, and processes to develop manipulative skills;				4
employ a variety of two-dimensional and three-dimensional media, techniques, and processes to communicate ideas, experiences, and stories in works of art;				4
use media and tools in a safe and responsible manner.		3	4	4
recognize, name, and apply the visual components of art and design (i.e., line, color, value, shape and form, space, texture);				4
recognize, name, and apply the organizational components of art and design (i.e., balance, unity, contrast, pattern, emphasis, movement, rhythm);		3	3	
understand that creating works of art involves the development of ideas across time;		2	2	
select and apply knowledge of the visual and organizational components, sensory and expressive qualities, and purposes of art and design in order to convey ideas in their own works of art.		3	3	4
explore and understand possible sources of subjects and ideas for creating works of art;		3	3	4
select and use subjects, symbols, and ideas to communicate meaning in works of art.		2	3	
recognize that the visual arts have a history;		3		
know how cultures, times, and places influence the visual arts;			4	
recognize and explore various purposes for creating works of art;			4	4
describe how individual experiences influence the creation of specific works of art;			3	
examine characteristics of works of art that evoke various responses from viewers.				4
recognize similarities between characteristics of the visual arts and other arts disciplines,				4
recognize relationships between the characteristics of the visual arts and other disciplines in the curriculum,				4

Health Education-Second Grade	Smith, Diane	T1	T2	T3
Overall		2	3	3
differences between medicinal and non-medicinal drug use				2
benefits and correct use of medicine				2
risks of incorrect use of medicines				3
school rules for taking medicine at school				3
physical, social and emotional effects				2
how to encourage others not to use				2
nicotine is an addictive drug		2		
harmful effects of tobacco use, including second-hand smoke		2		
strategies to prevent fires		2	2	
escape plans		2	2	
strategies for staying safe around electricity		2	2	
how to stop, drop and roll		2	2	
how to identify resources for getting help		2	2	

how to get help			2	
bicycle safety techniques, including use of bicycle helmets				3
sources for getting help			2	
the diversity of family structures		2		
the role of families in supporting each member's growth		2		
the impact of changes in families, e.g., birth, marriage, divorce, death		2		
benefits of healthful eating (short-term and long-term benefits and risks)		2	3	3
how to develop a dietary plan consistent with Food Guide Pyramid		2		
consuming more water, fruits, vegetables		2	3	
decreasing fat intake			3	
moderating sugar intake			3	
healthful strategies for dealing with personal food preferences, restrictions, and barriers			3	
features of the Food Guide Pyramid		2	3	
how to read food nutrition labels and describe dietary guidelines			2	
how to assess personal likes and dislikes			3	
the relationship between physical activity, eating, weight, and health				3
the risks of obesity for health				3
importance of healthful eating and water consumption			3	3
influences: internal, family, peer, cultural, media				3
how to evaluate unsafe settings or weather conditions				3
positive ways to handle emotions, e.g., fear, anger, happiness, sadness, frustration				3
strategies to manage conflict and reduce anger			2	
types of stressors and strategies to reduce stress, including exercise			2	
strategies for building and maintaining healthy friendships		2		2
strategies that build relationships with family members and others				2
effective listening skills, e.g., reflective listening		2		
the difference between verbal and non-verbal communication		2		
how to get help (when, why, how and who)			2	
effective hygiene techniques (hand washing, bathing, clean hair, teeth and clothes)		2	3	
appropriate use of bathroom facilities		2		
importance of regular medical and dental checkups				3
importance of immunizations				3
techniques for preventing disease transmission by covering sneezes and coughs and frequent hand washing; not exchanging blood				3
ways to avoid contact with infectious agents				3
benefits of using sun screen				3
benefits of wearing protective clothing, including sunglasses				3
how individual behavior affects the environment and the community, e.g., recycling				3
types of waste materials that can be reduced, reused or recycled				3
environmentally safe options for using natural resources				2

Physical Education-Second Grade	Freeth, David	T1	T2	T3
Overall		3	3	3
Understand the stages of motor learning in a variety of physical activities.				3
Recognize the influence of experience, ability, and physical development of motor skill proficiency.				3
Understand that there is a relationship between practice and improvement.		3	3	
Recognize that appropriate practice and variability improve motor learning.				3
Interact positively with others regardless of differences.				3
Participate in moderate physical activity in a variety of physical activity settings.				3
Understand that applying rules produces a safe learning environment.			3	3
Understands that to improve cardio-respiratory fitness, one needs to participate in continuous physical activity for a minimum of 20-30 minutes at least 3 times per week.		3		
Participate in developmentally appropriate strength activities using body weight.		3		
Understands static stretching principles.		3		3

Physical Education-Second Grade		Freeth, David	T1	T2	T3
Uses discretionary time to participate in physical activity opportunities available in the school, home, and community.			3		
Perform an activity appropriate warm-up and cool-down prior to and after participation in physical activity.			3	3	3
Demonstrate movement concept skills that serve as the foundation for physical activity (e.g., body awareness, space awareness, qualities of movement, and relationships).				3	3
Demonstrate fundamental motor skills that serve as the foundation for physical activities.				3	3
Demonstrate manipulative skills that serve as the foundation for physical activities (e.g., throwing, catching, kicking, dribbling, and striking).				3	3
Based on physical maturation of students, specialized motor skills are not emphasized at this time.				3	

Computers-Second Grade		Rlo, Anarle	T1	T2	T3
Overall			3	4	3
advocate and practice safe, legal, and responsible use of information and technology.			4		
exhibit leadership for digital citizenship.			4		
understand and use technology systems.			3	4	3
select and use applications effectively and productively.			3	4	3

Personal Growth & Social Development / Work Habits	
4	Consistently
3	Usually
2	Sometimes
1	Rarely

Personal Growth & Social Development		T1	T2	T3
Demonstrates self control		2	3	2
Respects others		2	3	2
Respects property		3	3	3
Accepts responsibility for own actions		1	3	2
Follows PBS expectations/class rules		3	3	2
Is attentive		3	2	3
Makes relevant contributions to class discussions		3	2	2
Listens without interrupting others		4	3	3
Seeks help when needed		2	2	2

Work Habits		T1	T2	T3
Stays on task without supervision		3	2	2
Completes classwork in a reasonable amount of time		3	1	2
Works independently		2	2	2
Works cooperatively with others		3	3	3
Takes initiative		2	2	2
Completes homework on time		4	4	4
Follows directions		3	2	3
Produces quality work		3	2	3
Organizes work and belongings		4	2	3

the cell cycle. The cell cycle is the process by which a cell grows and divides to produce two daughter cells.

The cell cycle is divided into two main phases: interphase and mitosis. Interphase is the period of growth and preparation for division, while mitosis is the process of dividing the cell's genetic material.

Interphase is further divided into three stages: G₁, S, and G₂. During G₁, the cell grows and prepares for DNA replication. During S, the cell's DNA is replicated. During G₂, the cell grows again and prepares for mitosis.

Mitosis is divided into four stages: prophase, metaphase, anaphase, and telophase. During prophase, the cell's chromosomes condense and the nuclear envelope breaks down. During metaphase, the chromosomes align in the center of the cell. During anaphase, the sister chromatids separate and move to opposite poles of the cell. During telophase, the nuclear envelope reforms and the chromosomes decondense.

After mitosis is complete, the cell has two daughter cells. Each daughter cell is genetically identical to the parent cell and is ready to begin the cell cycle again.

The cell cycle is a highly regulated process. It is controlled by a complex network of proteins and signaling molecules that ensure that the cell divides only when it is ready and that the genetic material is accurately copied and distributed.

Understanding the cell cycle is essential for understanding how cells grow and divide, and how errors in the cell cycle can lead to cancer and other diseases.

For more information on the cell cycle, visit www.ck12.org.

Chapter 10: The Cell Cycle and Mitosis

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